

# **Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Pacific Oaks College**

## **Professional Services Division**

**May 9, 2001**

### **Overview of This Report**

This agenda report includes the findings of the Accreditation Team visit conducted at Pacific Oaks College. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation is made for the institution.

### **Accreditation Recommendations**

- The Team recommends that, based on the attached Accreditation Team Report, the Committee on Accreditation make the following accreditation decision for Pacific Oaks College and all of its credential programs: **ACCREDITATION** with Substantive Stipulations.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

- Multiple Subject Credential:  
CLAD/BCLAD  
CLAD/BCLAD including Internship
- Education Specialist Credential:  
Preliminary Mild/Moderate Level I  
Preliminary Moderate/Severe Level I  
Early Childhood

(2) Staff recommends that:

- The institution's response to the preconditions be accepted.
- Pacific Oaks College be permitted to propose new credential programs for accreditation by the Committee on Accreditation.
- Pacific Oaks College be placed on the schedule of accreditation visits for the 2001-2002 academic year.

## **Background Information**

Pacific Oaks College was founded after World War II by a group of Quaker families dedicated to peace, social justice, and social service located in Pasadena, California. It became accredited in 1959. Today Pacific Oaks College has campuses in Pasadena and Oakland, as well as an outreach site in the California central valley and Seattle, Washington.

Pacific Oaks College's mission has three basic concepts: "growth is a dynamic and life-long process; every individual has a fundamental worth; and each person, no matter how young or old, has a unique identity and human potential which they contribute to the lives of all those with whom they are in contact." The stated mission of the Teacher Education Program is "to prepare professional educators who understand diversity, are grounded in human development, and value children."

Pacific Oaks College offers a Bachelor of Arts and Master of Arts in Human Development, a Master of Arts in Marriage, Family and Child Counseling and professional education coursework leading to Multiple Subject, Education Specialist: Mild/Moderate and Moderate/Severe, Early Childhood, and CLAD/BCLAD including Internship teaching credentials. Students seeking a California or Washington state teaching credential represent about 30 percent of the enrollment. Sixty three percent of the population is enrolled at the Pasadena campus.

In fall 2000, the College had an approximate enrollment of 1,200 students. About 91 percent of the student population is female with a median age of 37. The undergraduate population is 41 percent Caucasian, 26 percent Hispanic, 15 percent African-American, 6 percent Asian and Pacific Islander, 3 percent Native American/Alaskan Eskimo, and 9 percent other. Sixty eight percent of the students enroll at the graduate level, with 54 percent of the total number of students seeking the M.A. in Human Development and 10 percent in the MFCC program.

## **Preparation for the Accreditation Visit**

The Commission staff consultant was assigned to the institution in fall 1999 and met initially with institutional leadership in early 2000. Over the next one and one-quarter years, there were a number of consultant staff meetings with faculty, program directors and institutional administration. The meetings led to decisions about team size, team configuration, standards to be used, format for the institutional self-study report, interview schedule, logistical and organizational arrangements. In addition, telephone, e-mail and regular mail communication was maintained between the staff consultant and institutional representatives. The Team Leader, Dr Jesus Cortez, was selected in September, 2000.

## **Preparation of the Institutional Self-Study Report**

The Institutional Self-Study Report was prepared beginning with responses to the Common Standards. These responses were developed in reference to all programs and for the unit as a whole. This was followed by separate responses to the Program Standards. For each program area, the institution decided to respond to Option One in the *Accreditation Framework* (California Program Standards).

## **Selection and Composition of the Accreditation Team**

Decisions about the structure and size of the team were made cooperatively between the Director of Teacher Education and the Commission Consultant. It was agreed that there would be a team of five consisting of a Team Leader, a Common Standards Cluster that would include two members; a Basic Credential Cluster of three members; and a Services Credential Cluster of two members. At the initial visit, the Dean and Consultant assigned each credential program to one of the program clusters. The Commission staff then selected the team members to participate in the review. Team members were selected because of their expertise, experience and adaptability, and trained in the use of the *Accreditation Framework*. Staff was unable to find an available, trained reviewer to fill the second of two Common Standards Cluster positions and, hence, called upon the team leader and one member of the Basic Credential Cluster to fill the breach. The visit proceeded smoothly with a team size of five because the seven members were experienced and well-trained.

## **Intensive Evaluation of Program Data**

Prior to the accreditation visit, team members received copies of the appropriate institutional reports and information from Commission staff on how to prepare for the visit. The on-site phase of the review began on Sunday, May 6, 2001 with a 3:00 p.m. team meeting at the hotel in Corona, California near Riverside. This meeting was followed by a 5:00 p.m. reception hosted by the institution to introduce the team to the President, Board members, Dean, faculty, and staff of the Teacher Education. The evening concluded with a continuation of the team meeting that had begun earlier in the day.

On Monday and Tuesday, May 6 and 9, the team collected data from interviews and reviewed institutional documents according to procedures outlined in the *Accreditation Handbook*. There was extensive consultation among the members of all clusters, and much sharing of information. Lunch on Monday and Tuesday was spent sharing data that had been gathered from interviews and document review. The entire team met on Monday evening to discuss progress the first day and share information about findings. Tuesday evening and Wednesday morning were set aside for additional team meetings and the writing of the team report. During those work sessions, cluster members shared and checked their data with members of other clusters and particularly with the Common Standards Cluster, since the Common Standards findings also affected each of the Program Clusters.

### **Preparation of the Accreditation Team Report**

Pursuant to the *Accreditation Framework*, and the *Accreditation Handbook*, the team prepared a report using a narrative format. For each of the Common Standards, the team made a decision of "Standard Met," "Met Minimally" with either Quantitative or Qualitative Concerns or "Standard Not Met." The team then wrote specific narrative comments about each standard providing a finding or rationale for its decision and then outlining perceived Strengths or Concerns relative to the standard.

For each separate program area, the team prepared a narrative report about the program standards which pointed out any standards that were not met or not fully met and included explanatory information about findings related to the program standards. The team highlighted specific Strengths and Concerns related to the program areas.

The team included some "Professional Comments" at the end of the report for consideration by the institution. These comments are to be considered as consultative advice from the team members, but are not binding of the institution. They are not considered as a part of the accreditation recommendation of the team.

### **Accreditation Decisions by the Team**

After the report was drafted, the entire team met Wednesday morning for a final review of the report and a decision about the results of the visit. The team discussed and affirmed that seven Common Standard were fully met and one Standard, Standard two, was Met Minimally with Qualitative Concerns.

The team made its accreditation recommendation based on its findings and the policies set forth in the *Accreditation Framework*. In its deliberations, the team decided that although some areas of deficiency were noted in the team report, the overall quality of the programs, in part, mitigated its concerns. The team did not feel that the concerns were of sufficient magnitude to place any stipulations on the institution. The team then decided on an accreditation decision for the institution. The options were: "Accreditation," "Accreditation with Technical Stipulations," "Accreditation with Substantive Stipulations," "Accreditation with Probationary Stipulations" or "Denial of Accreditation." After thorough discussion, the entire team voted to recommend the

status of "**Accreditation.**" The recommendation for "Accreditation" was based on the unanimous agreement of the team.

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING  
COMMITTEE ON ACCREDITATION - ACCREDITATION TEAM REPORT**

**Institution:** Pacific Oaks College

**Dates of visit:** May 6-May 9, 2001

**Accreditation Team**

**Recommendation:** ACCREDITATION WITH SUBSTANTIVE  
STIPULATIONS

**Rationale:**

The Team's decision to RECOMMEND ACCREDITATION WITH SUBSTANTIVE STIPULATIONS, was in part, based on the fact that some Common Standards were met, met minimally or not met. The team concluded that all credential programs were partially effective. Therefore, the team decided that the overall evidence clearly supported the ACCREDITATION WITH SUBSTANTIVE STIPULATIONS recommendation.

The unanimous recommendation of the accreditation team for ACCREDITATION WITH SUBSTANTIVE STIPULATIONS was based on a thorough review of the self study documentation presented to the team, additional information in the form of exhibits, extensive interviews with campus and field-based personnel, and additional information requested from administrators during the visit. The team felt it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the College of Education operation.

Following are the recommended stipulations:

- That the institution provide evidence of leadership which acts as an advocate for credential programs within the college, education profession, and the community.
- That the institution provide evidence that each program within the College of Education receives an equitable allocation of resources in relation to the student population it is required to serve. The resources must enable each program to effectively operate in terms of coordination, recruitment, advisement, program development and instruction..
- That the institution provide evidence of substantive process (including an action plan and timeline) toward implementation of the necessary infrastructure and the purchase of hardware and software to provide appropriate faculty and student access to electronic sources of data.
- That the institution provide evidence of a comprehensive system of selection, training, and evaluation of the field supervisors/cooperating teachers who supervise in all credential areas. The training should include information about the credential program for which supervision is given, such as program philosophy and design, and how the courses in the program relate to the field work.

The institution needs to provide evidence that all the CLAD/BCLAD content specifications be included in the curriculum. These content areas are:

- Language Structure and First – and Second – Language Development
- Methodology of Bilingual, English Language Development, and Content Instruction
- Culture and Cultural Diversity
- Methodology for Primary Language Instruction
- The Culture of Emphasis

Special attention should be given to Methodology for Primary Language Instruction and the Culture of Emphasis (Spanish Culture).

- The institution needs to include a core of special education classes that adequately addresses the standards found in the Commission on Teacher Credentialing *Standards of Quality and Effectiveness for Education Specialist Credential Program (including Internships Options) and Clinical Rehabilitative Services Programs*.

The recommendation of the team was based on the following:

The Team Leader was assisted by team members to provide additional clarification as they presented their findings about the program standards. Following their presentation, the team discussed each program area and determined that all program standards were met in some areas or minimally met.

The Team's decision to recommend ACCREDITATION WITH SUBSTANTIVE STIPULATIONS, was in part, based on the fact that some Common Standards were met, met minimally or not met. The team concluded that all credential programs were partially effective. Therefore, the team decided that the overall evidence clearly supported the accreditation recommendation.

As reflected in the report, there are numerous examples of excellence in program design and delivery. Pacific Oaks needs to assure excellence across all programs areas as presented in this document.

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**Theresa Davis**, Associate Professor  
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## DOCUMENTS REVIEWED

University Catalog Institutional Self Study Course Syllabi Candidate Files Fieldwork Handbooks Graduate Survey Results Information Booklets Schedule of Classes Faculty Vitae Supervision/ Candidate Observation Forms District Agreements/contracts with college	University Publications Program Flyers Textbooks Advisory Committee Minutes Student Work Samples Grant Applications and Information Field Experience Notebooks Advisement Documents Demographic Profiles of Schools
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## INTERVIEWS CONDUCTED

	Team Leader/ Common Stand.	Basic Cred.	Specialist Cred.	<b>TOTAL</b>
Program Faculty	9	6	6	21
Institutional Administration	2	5	4	11
Candidates	23	33	17	73
Graduates	7	10	3	20
Employers of Graduates	2	2	1	5
Supervising Practitioners	7	6	2	15
Advisors	4	4	3	11
School Administrators	2	2	2	6
Credential Analysts	0	1		1
Advisory Committee	0	0	0	0

**TOTAL      163**

Note: In some cases, individuals or groups were interviewed by more than one team member because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.



## Common Standards

### **Standard 1 Education Leadership**

### **Standard Not Met**

Pacific Oaks College is a unique institution with a rich tradition in education committed to academic diversity and the preparation of students who seek a non-traditional teacher education program. The faculty is committed to the education and training of professionals. The faculty under the leadership of the President and Dean of Academic Affairs submitted documentation for this accreditation review.

The mission statement reflects a strong commitment to fostering diversity and equity in teacher preparation. The mission statement is embraced throughout the curriculum.

Administrative structures present accountability and define the governance that represents core, adjunct, visiting faculty and students. The President of the university has stated that teacher education is her priority and would support the continued growth of programs under review. The Dean of Academic Affairs has also indicated her support when interviewed.

The lack of a teacher education academic director appears to have had a detrimental effect on the overall program articulation. Articulation is also lacking among credential programs. Although it is commendable that a full time faculty position in special education has been supported by the institution, the Preliminary Level I Education Program consisting of coursework and field experience leading to credentialing in three areas (mild/moderate, moderate/severe and early childhood special education) has been adversely impacted by the open position for the Academic Director. Interviews and documents indicate that the leadership of the institution has not provided clear advocacy for the credential programs within the institution.

### **Strengths**

The philosophy of the college permeates throughout all credential programs. Stipends are provided for professional development of the faculty. Collegiality is present in all programs reviewed.

Faculty and staff should be commended for the admirable effort to design and deliver each credential program while taking on the added responsibility for the development and preparation for CTC accreditation review.

Concerns: None noted

### **Standard 2 Resources**

### **Standard Met Minimally with Qualitative Concerns**

In a college where space is limited, the Teacher Education Program has been given an adequate number of rooms. The determination of allocated resources has been reviewed through extensive exposure to academic budgets documentation and personnel interviews. From the evidence presented through the interviews, it was determined that sufficient resources have not been consistently allocated for the effective implementation of each credential program. The number of adequate faculty to

facilitate the credential program is a continuing concern. Also, the lack of sufficient resources has impacted the effectiveness of the support staff.

The review team was informed that the position of visiting professor will be eliminated at the end of the 2001 academic year thus further compromising the adequacy to staff each credential program and maintain effectiveness. Findings indicate that 17 adjunct faculty will be needed to fill the void thereby creating an unstable infrastructure.

Library facilities, although present on the campus, appear to not be currently available to students. In addition, the absence of a campus bookstore has caused concern among students and staff. This has also caused concern on the part of the faculty due to their extensive time spent on duplicating materials which would have been provided by purchase in the bookstore or library access.

While the review team acknowledges and commends the implementation of the technology lab, it must be stressed that outdated equipment and absence of educational software is not facilitating the learning process of the teacher education program students.

### **Strengths**

The acquisition of spacious facilities to house the teacher education program has allowed faculty needed office space and additional classrooms.

The implementation of the technology lab which accommodates curricular offerings and research facilities has allowed for student opportunities and growth.

**Concerns** None noted

### **Standard 3 Faculty**

### **Standard Met Minimally with Qualitative Concerns**

Through documentation and faculty interviews it was determined that the presence of weak articulation exists among departments and staff members. Experience and training of the education core faculty is not adequate to meet the needs of the programs. Also, the continued turnover of faculty in great numbers is on-going and detrimental in relation to staff morale. A weakness of collegial partnerships that would foster professional growth and achievement is present throughout the teacher education program.

### **Strengths**

Information gathered from student sources overwhelmingly support the thorough dedication of the Pacific Oaks faculty.

Students acknowledge the availability and receptiveness of the faculty and staff.

**Concerns:** None noted

**Standard 4 Evaluation****Standard Not Met**

According to student interviews, there is a limited process to evaluate individual faculty. Pacific Oaks College involves students and staff in an evaluation process. Instructor, course, and program evaluations are administered in a systematic way with feedback provided. Yet, this process is limited in its application. The institution does not involve supervisors, practitioners, and the broader community in any comprehensive evaluation of the quality of courses and field experiences which lead to substantive improvements in credential programs. There is no opportunity for community members to become involved in program design, development and evaluation activities.

**Strengths**

The college includes faculty, staff, and students in the evaluation process.

**Concerns:** None noted

**Standard 5 Admission****Standard Met**

Candidates to the teacher education program are admitted on the basis of well defined criteria which allows for the inclusion of students from a diverse academic background. This is consistent with the school's mission statement and dedication to diversity.

**Strengths**

Faculty advisors do an admirable job of advisement and field supervision. Faculty are willing to take on multiple roles to support program growth.

It is noted that funding has been provided for recruitment and visibility of the College.

**Concerns**

Through candidate interviews, it has been determined the admissions interview process consists of a single faculty member who solely determines the eligibility of possible candidates. Communication among the staff is inconsistent and results in confusion in securing student advisement and assistance.

**Standard 6 Advice and Assistance****Standard Met Minimally with  
With Qualitative Concerns**

Communication among the staff is inconsistent and results in confusion in securing consistent student advisement and assistance. The faculty is assigned and carry out various duties in regards to advisement of candidates and professional placement. Through the interviews, team members documented inconsistent information was given to students in an untimely manner. This not only resulted in students frustration, but affected the amount of tuition students sometimes paid.

**Strengths**

Programmatic and professional guidance is provided leading to job placement. Many students indicated an improvement during the academic year 2000- 2001.

**Concerns:** None noted

**Standard 7 School Collaboration**

**Standard Met**

Teacher candidates are placed among local and extended school sites through a planned sequence of field work experiences which is based on developed rationale.

**Strengths**

Program coordinator and field supervisors visit school sites in a consistent manner.

The team commends the placement of students in clusters which results in students working in the schools as collaborative teams. Stronger opportunities regarding feedback and articulation between local school sites and the institution are strengthened as a result.

**Concerns**

The high turnover of visiting faculty creates inconsistent communication between students, faculty and cooperating teachers.

**Standard 8 District Field Supervisors**

**Standard Met**

Field experience supervisors are competent professionals who are experienced in school site operations and curriculum. As teachers and principals, they provide experienced mentorship.

**Strengths**

The faculty field supervisors provide guidance and instructional leadership for teacher candidates.

The faculty field supervisors visit school sites on a consistent basis and provide extensive feedback to candidates.

**Concerns**

Lack of faculty orientation for field supervisors is not offered on a consistent basis. This results in confusion about expectations, requirements and deadlines.

**Multiple Subject, Multiple Subject CLAD/BCLAD Emphasis (Spanish)  
Credential Programs including Internship**

**Findings on Standards:**

After review of the institutional report, supporting documentation, the completion of interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are met for the Multiple Subject Programs, except for Standards 1, 2, and 21, which are minimally met with qualitative concerns.

**Standard 1.** *Minimally met with qualitative concerns.-*

**Finding:**

There is an inadequate level of institutional attention to the needs of credential emphasis. There is evidence of a lack of effective coordination among program staff and faculty. Not replacing the Teacher Education Academic Director appears to have had a detrimental effect on the overall program facilitation & implementation. In the Spanish BCLAD program, all major responsibilities, including coordination, advisement, course development and instruction rest primarily with one person. The team felt domains 4 and 5 were not adequately addressed and that the program design is weak in scope and methodology.

**Standard 2.** *Minimally met with qualitative concerns.* Inadequate preparation for BCLAD.

**Finding:** Culture and methodology are not adequately addressed. Based on inspection of course syllabi, course evaluations, and samples of student work, rigor and breath of curriculum are missing.

The evidence reveals a lack of depth of content in the BCLAD course structure. Based on evidence reviewed from course content the following components were observed and/or missing: projects and examples of student work are weak, lacking rigor and in-depth understanding of BCLAD issues, methodology and Spanish culture; the history of bilingual education, discussion of historical & current legal and political issues are missing from course syllabi. In addition, the process for reclassification/assessment (Home Language Survey, etc.) is missing from the CLAD/BCLAD coursework of the program.

**Standard 21.** *Minimally met with qualitative concerns.* Documentation and written verification of BCLAD teaching competence by supervising teacher.

**Finding:** Assessment for BCLAD directed teaching is missing from the final report which students receive. Based on student reports:

- Advisement of students is inconsistent; the new one-day advising procedure is time-consuming, confusing, and disorganized.
- End of semester narrative feedback is given to students in an untimely manner. Too much time lapses between the end of the semester and when students receive feedback.
- Some students want more structure and opportunities to practice strategies in addition to those associated with constructivist philosophical approaches.
- Students experience great anxiety over frequent and last minute scheduling and class changes.
- Orientation to student teaching appears to occur too close to when student teaching begins. Orientation needs to include more specific site-related information.

- Students expressed awareness that those methods instructors who currently teach were providing more current practices/strategies than those who may have been away from classrooms for long periods of time.
- Students would like more courses on classroom management, technology, and record keeping.
- Administration instability; organizational confusion; too much turnover; too many changes; advisor changes, etc. Office staff not able to answer phone calls or return phone calls in a timely manner.

### **Strengths:**

Strong team work, cohesive faculty, willingness to jump-in and work together on program design has contributed to a stronger administrative unit since departure of the teacher education director. Faculty should be commended for turning a challenge into a strength.

Credential candidates appreciate the small class size and very personal approach to instruction. They also appreciate the strong human development component along with, and integrated into, the teacher education methods classes.

Based on student reports:

- Faculty are approachable/available and very supportive of credential candidates. Faculty attend to individual & diverse needs of teacher candidates; all concerns are taken seriously.
- Faculty give timely, qualitative feedback on course assignments. Comprehensive, end of semester narrative evaluation are generated for all students.
- The philosophy of the college permeates throughout the teacher education program through approach to learning; curriculum; teaching children. Strong emphasis is placed on whole-child, developmentally appropriate learning.
- Faculty, curriculum and instruction focus on embracing diversity. The focus is on equity and access; and they live it here! The school fosters ethnic awareness and becoming aware of one's own biases. The use of cooperative learning/collaboration in instructional settings enables students to report that they are well prepared to address the needs of diverse students' needs.
- Emphasis on reflective teaching, writing, journaling, and sharing supports candidates' learning and professional growth. "Great assignments", especially observation assignments and case studies.
- There is strong camaraderie among students. This contributes to a strong community feeling, a supportive environment, and important opportunities to learn from one another.

- Faculty have excellent content expertise and effective instructional ability, especially methods instructors. They know how to translate theory into practice, which makes learning practical and meaningful for students.
- Credential candidates reported on the high level of readiness to assume teaching responsibilities in classrooms with culturally and linguistically diverse student populations.
- Field supervision is effective. Detailed written feedback is followed by verbal discussion.

**Concerns** None noted

### **Preliminary Level I Education Specialist Credential Program Mild/Moderate, Moderate/Severe Early Childhood Special Education**

**Findings on Standards:** *All minimally met with qualitative concerns*

After review of the program, supporting documentation and completion of interviews with candidates, graduates, faculty, employers, and supervisors, the team determined that **all** the program standards for Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education are met minimally with qualitative concerns: core standards 9-18 for all specialists and services; Mild/Moderate Standards 19-25; Moderate/Severe Standards 19-27; and, Early Childhood Special Education, 19-32.

Documentation provided indicates that all special education programs are heavily grounded in the Pacific Oaks Human Development Program with only two special education classes in which to address all Education Specialist standards and a directed teaching experience. There was limited evidence that curriculum content and instructional strategies including vocational and life skills appropriate up to age 22 are adequately addressed in course work.

In the Preliminary Level I Education Specialist Credential Program, major responsibilities, including coordination, recruitment, advisement, retention, program development and instruction in special education course work rest with one core special education faculty member.

Many candidates expressed significant concerns regarding program advising and access to information about state credentialing requirements. Frustration was expressed regarding the significant turnover in advisors and inconsistent program advice. It was noted that the "rules change" according to which advisor was being consulted.

The lack of core faculty and resources for special education has resulted in a limitation of program depth, content, and structure.

Lack of sufficient preparation in assistive technology and use of standardized and non-standardized assessment instruments was noted.

A review of documentation indicated limited student competence in writing lesson plans and objectives appropriate to special education and the mandated IEP process.

Interviews indicated that steps should be taken to inform adjunct faculty about CTC state credentialing requirements and to increase program articulation.

The Preliminary Level I Education Specialist Program in Moderate/Severe Disabilities faces the same concerns as the Mild/Moderate Program as well as these additional concerns. The fact that the current course work combines the curricular and instructional strategies for both Mild/Moderate and Moderate/Severe disabilities is problematic. Documentation and student commentary indicates that behavior management techniques and survival pedagogy need to be addressed more comprehensively and earlier in course content.

The present candidates in the Early Childhood Special Education program have extensive background in early childhood intervention and have been able to share information with one another. Due to the mandates expressed in the federal law, IDEA, and the required documentation it is evident the ECSE program is very different from the rest of special education. Potentially future participants may not have had the same extensive experience that would insure pedagogical content area knowledge will be addressed. Also, there was limited evidence that information and service delivery models for the low incidence population and 0-3 population are adequately addressed.

### **Strengths**

Candidates and graduates are very satisfied with the quality of instruction in the course work and the emphasis on the application of theory in practice teaching.

The candidates expressed appreciation for convenient and flexible scheduling of classes, the focus on multicultural diversity, and the opportunity to participate in collaborative projects and community spirit modeled by the Pacific Oaks faculty and staff members.

The team commends the special education core faculty for initiating a systematic structure related to specific CTC credential requirements.

Candidates and graduates are very satisfied with most of the content of coursework and the application of assignments to teaching responsibilities.

Candidates commended highly the philosophy of the Pacific Oaks program to meet the broad range of abilities within the population of students with moderate to severe disabilities.

School administrators rated highly the level of supervision of candidates and the overall program philosophy. The team commends the special education core faculty for attempting to address specific CTC credential requirements.



Candidates and graduates are satisfied with the training and experience of the faculty in the Early Childhood Special Education program. They report that the support they receive from faculty, staff, and peers is outstanding. The faculty is accessible, knowledgeable, and dedicated.

Candidates were especially appreciative that multicultural diversity and peer learning and sharing were integral parts of this program.

**Concerns** None noted

## **Professional Comments**

(These comments and observations from the team are only for the use of the institution. They are to be considered as consultative advice from team members, but are not binding on the institution. They are not considered as a part of the accreditation recommendation of the team.)

### **Common Standards**

It is recommended that:

- More professional development/networking is needed for master teachers and field supervisors. Field supervisors report that they would like to feel more connected to one another and to program. Master teachers report that they would also like to meet together.
- A system be established which includes a wide variety of community representation for program design, planning.
- Ways to collect feedback from schools, principals, supervising professionals, etc., regarding effectiveness of overall program assessment be implemented.
- At least two faculty members should review and approve potential candidates for admission to the teacher education program.
  - Stronger connections/partnerships be created with cooperating schools/districts; increase community involvement/partnership in/with teacher education program.
  - Greater funding allocated to teacher education (vs. human development); faculty workload is too great; faculty spread too thin.
  - Create networking/support for graduates to remain connected to one another and to PO program. Encourage P.O.S.T. support group!
  - Develop a student advising structure and paper process that provides consistent and accurate program information and student access to advising records.
  - Provide an inter-campus data system that allows for expedient access to student records including grades, transcripts, program tracking and demographic

information. This database should be accessible to all faculty and staff who advise and place students in programs.

- Provide a student orientation to current state credentialing requirements and how programmatic structure and content at Pacific Oaks meets those requirements.
- Provide student access to the college library that is convenient and consistent with a published schedule of hours.
- It is recommended that additional sources of funding come from state, federal corporate and foundation sources for the Teacher Education Program. Provide opportunities for faculty to attend grant writing workshops for this purpose.
- In particular, the needs in the area of technology as well as assistive technology for Special Education should be addressed through proposal writing as well as through institutional support.
- Documentation and student commentary indicates that behavior management techniques and survival pedagogy need to be addressed more comprehensively and earlier in course content for both the Mild/Moderate and Moderate/Severe Special Education programs.
- For the credential programs under review, the institution needs to understand and provide appropriate teacher preparation addressing the broad scope of the specific credentials.